

Fife High School School Improvement Plan 2014-2015



Amanda Fox, Principal
Brian Neufeld, Assistant Principal
Joe Keller, Assistant Principal
Marlyne Johnson, Career and Technical Education Director

5616 20th Street East
Fife, Washington 98424
253-517-1100
253-517-1105 fax

School Improvement Plan Considerations (WAC 180-16-220)

Fife High School's School Improvement Plan was presented to the School Board on October 21, 2014 for approval.

Data to establish improvement goals were from multiple data points including: HSPE and EOC scores, COE scores, grades, attendance data, parent feedback, discipline data. The purpose of the school improvement plan is to ensure student achievement in alignment with state EALRs and GLEs to include non academic expectations from the district, parents, and community. One of the filters for determining improvement need is running goals and strategies through the lens of 'Nine Characteristics of Highly Effective Schools'. The School Improvement Plan (SIP) includes specific goals and strategies to address educational equity to include gender, culture, and ethnicity. Technology is addressed within the action plans as a vehicle to facilitate instruction.

The Human Resources Department has documentation of staff certification. All teachers at Fife High School have met federal Highly Qualified requirements.

Considerations included in the development of the 2014-2015 School Improvement Plan are input from staff, parents, and community members along with data collected from students.

2014-2015
FIFE SCHOOL DISTRICT STRATEGIC GOALS

GOAL	RELATED FOCUS	TEACHER/PRINCIPAL COORDINATION
1. Continue Alignment to Common Core State Standards	<ul style="list-style-type: none"> ○ Late Start Mondays ○ Use of the LDC template ○ Exploring PD for CCSS implementation for both teachers and administrators 	<p><u>WA Teacher Criteria:</u> Criteria 4: Clear and intentional focus on subject matter and curriculum Criteria 8: Collaborative and collegial practices for improving instructional practice and student learning</p> <p><u>WA Leadership Criteria:</u> Criteria 4: Aligning Curriculum – Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals</p>
2. Instructional Framework Areas of focus:	<p>Instructional Framework Areas of Focus:</p> <p>Student Engagement</p> <ul style="list-style-type: none"> ○ SE1 – Quality of questioning ○ SE5 – Engagement strategies ○ SE6 – Substance of student talk <p>Assessment for Student Learning</p> <ul style="list-style-type: none"> ○ A4 – Collection system for formative assessment data ○ A5 – Student use of formative assessment data ○ A6 – Teacher use of formative assessment data <p>Curriculum and Pedagogy</p> <ul style="list-style-type: none"> ○ CP1 – Alignment of materials and tasks ○ CP2 – Teaching approaches and/or strategies ○ CP5 – Differentiated Instruction 	<p><u>WA Criteria:</u> Criteria 2: Demonstrating effective teaching practices Criteria 3: Recognizing individual students needs and developing strategies to address those needs Criteria 4: Providing clear and intentional focus on subject matter content and curriculum Criteria 6: Using multiple data elements to modify instruction and improve student learning</p> <p><u>WA Leadership Criteria:</u> Criteria 3: Planning with data – Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements</p> <p>Criteria 4: Aligning Curriculum – Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals</p> <p>Criteria 5: Improving Instruction – Monitoring, assisting, and evaluating instruction and assessment practices</p> <p>Criteria 8: Closing the Gap – Demonstrating commitment to closing the achievement gap</p>
3. Continue to build RTI and Intervention systems in all schools	<ul style="list-style-type: none"> ○ Assessment system ○ Intervention materials ○ Professional Development 	<p><u>WA Criteria:</u> Criteria 3: Recognizing individual students needs and developing strategies to address those needs Criteria 8: Collaborative and collegial practices for improving instructional practice and student learning</p> <p><u>WA Leadership:</u> Criteria 3: Planning with data – Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements Criteria 8: Closing the Gap – Demonstrating commitment to closing the achievement gap</p>

Results for the 2013-2014 School Improvement Plan

Specific School Goal #1: Goal 1: Fife High School students will graduate on time by meeting both the Fife School District and the State of Washington's graduation requirements.

Subgoals and Results:

Subgoal	Results	Goal Met?																																																
1.1: 18 seniors who are currently on schedule to graduate will meet state math standards	15 met standard.	No																																																
1.2: 16 seniors will meet the state reading standard	8 met standard.	No																																																
1.3: 11 seniors will meet the state writing standard	7 met standard.	No																																																
1.4: 9 seniors who are currently .5-1.0 credits short of graduation will earn these through credit retrieval opportunities this year.	All 9 made up missing credits and graduated on time.	Yes																																																
1.5: Over 50% (>19) of the juniors who did not meet standard on the biology EOC in June 2013 will pass the test in January or May 2014.	24 met standard.	Yes																																																
1.6: At least 9 (75%) of the 12 juniors who have not yet passed the reading HSPE will meet the state requirement.	8 met standard.	No																																																
1.7: At least 11 (75%) of the approximately 15 juniors who have not yet passed the writing HSPE will meet the state requirement.	9 met standard.	No																																																
1.8: At least 45 (65%) of the approximately 70 juniors who have not yet met math standard will pass the algebra or geometry EOC.	51 juniors met standard.	Yes																																																
1.9: FHS sophomores will meet the 2014 AMO in reading and math:		No/Yes																																																
<table border="1"> <thead> <tr> <th>Population Subgroup</th> <th>Reading Target</th> <th>Math Target</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>87.9%</td> <td>78.3%</td> </tr> <tr> <td>Hispanic students</td> <td>81.8%</td> <td>69.1%</td> </tr> <tr> <td>White students</td> <td>89.7%</td> <td>79.5%</td> </tr> <tr> <td>Students identified as 2 or more races</td> <td>92.9%</td> <td>78.3%</td> </tr> <tr> <td>Low income students</td> <td>81.5%</td> <td>70.4%</td> </tr> </tbody> </table>	Population Subgroup	Reading Target	Math Target	All students	87.9%	78.3%	Hispanic students	81.8%	69.1%	White students	89.7%	79.5%	Students identified as 2 or more races	92.9%	78.3%	Low income students	81.5%	70.4%	<table border="1"> <thead> <tr> <th>Population Subgroup</th> <th>Reading</th> <th>Met Target?</th> <th>Math</th> <th>Met Target?</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>84.5%</td> <td>No</td> <td>76.5%</td> <td>No</td> </tr> <tr> <td>Hispanic students</td> <td>74.2%</td> <td>No</td> <td>61.9%</td> <td>No</td> </tr> <tr> <td>White students</td> <td>90.9%</td> <td>Yes</td> <td>87.3%</td> <td>Yes</td> </tr> <tr> <td>Students identified as 2 or more races</td> <td>100%</td> <td>Yes</td> <td>95%</td> <td>Yes</td> </tr> <tr> <td>Low income students</td> <td>80.8%</td> <td>No</td> <td>72.1%</td> <td>Yes</td> </tr> </tbody> </table>	Population Subgroup	Reading	Met Target?	Math	Met Target?	All students	84.5%	No	76.5%	No	Hispanic students	74.2%	No	61.9%	No	White students	90.9%	Yes	87.3%	Yes	Students identified as 2 or more races	100%	Yes	95%	Yes	Low income students	80.8%	No	72.1%	Yes	
Population Subgroup	Reading Target	Math Target																																																
All students	87.9%	78.3%																																																
Hispanic students	81.8%	69.1%																																																
White students	89.7%	79.5%																																																
Students identified as 2 or more races	92.9%	78.3%																																																
Low income students	81.5%	70.4%																																																
Population Subgroup	Reading	Met Target?	Math	Met Target?																																														
All students	84.5%	No	76.5%	No																																														
Hispanic students	74.2%	No	61.9%	No																																														
White students	90.9%	Yes	87.3%	Yes																																														
Students identified as 2 or more races	100%	Yes	95%	Yes																																														
Low income students	80.8%	No	72.1%	Yes																																														
1.10: At least 70% of sophomores will pass the biology EOC (up from 67% in 2013).	71.9% passed the 2014 biology EOC.	Yes																																																
1.11: At least 85% of sophomores will pass the reading HSPE (up from 81.7% in 2013).	78.9% passed the 2014 reading HSPE.	No																																																
1.12: At least 90% of sophomores will pass the writing HSPE (up from 87.4% in 2013).	85.5% passed the 2014 writing HSPE.	No																																																
1.13: At least 65% of sophomores who have not yet met math standard will pass the algebra or geometry EOC.	14% passed the 2014 algebra or geometry EOC (12 of 84 tested passed).	No																																																
1.14: Any underclassmen students who are credit-deficient will be provided with credit retrieval opportunities.	120 students participated in 2014 summer school at FHS, earning up to 1.0 credit. Additionally, credit retrieval was made available after school at the LOC. About 20 students took advantage of this opportunity.	Yes																																																

Results for the 2013-2014 School Improvement Plan, cont'd

Specific School Goal #2: Fife High School staff and students will continue to work together to maintain and improve a safe, supportive school culture.

Subgoal	Attainment
2.1: Students and staff will feel safe at school.	
2.2: FHS staff will continue to create and enjoy the rewards of a positive climate and culture, where students are supported both academically and personally.	Staff identified the following issues as distracting students from academic success: tardiness, absences, use of personal electronic devices, and a lack of participation/work completion. By the end of the year, we had a number of interventions planned for the 2014-2015 school year to address each of these issues.
2.3: Students and staff will understand how to appropriately respond in different emergency situations.	Monthly emergency drills were successful. Two real modified lockdowns were successfully handled and resolved.

2014-2015 Fife High School Improvement Plan

A comprehensive needs assessment was conducted by our staff, parent representatives, and Site-based School Improvement Team. The following are the components of our comprehensive needs assessment:

- 2013-2014 test results: 10th grade Reading and Writing High School Proficiency Exams; Algebra and Geometry End of Course assessments; 10th grade Biology End of Course assessment.
- Site-based School Improvement Team input and feedback
- Staff input and feedback
- Demographic data
- Federal and state mandates and grant compliance
- Student discipline and attendance data

Needs identified through achievement data:

- Struggling students need additional support to pass state required tests or collections of evidence.
- Students are most likely to fail classes because they do not do the work, not because the work is too much or too difficult.
- Current curriculum does not intentionally incorporate Common Core State Standards in Math or English/Language Arts, so students may not be adequately prepared for the Math and ELA SBAC exams in 11th grade.
- New 10th grade ELA End of Course assessment is yet to be designed, but 10th grade students will take it in May 2015 rather than the HSPE.
- Students who otherwise would graduate on time are not passing one or more of the state-required tests.
- Students who enter 10th grade already credit-deficient are unlikely to graduate with their class.

Needs identified through faculty and administration:

- Departments need to create and implement common formative and summative assessments for measuring student achievement of learning targets, especially regarding CCSS.
- Develop a protocol for sharing and analyzing common assessment results regularly (Data analysis, action planning)
- Continue family involvement activities for ELL, Special Education, and the general education population
- Development of additional teacher leaders on staff
- Become fluent at use of Skyward student information system
- Continue implementation of the UW CEL 5D+ Instructional Framework

2014-2015 FHS School Improvement Goal #1: FHS students will graduate on time, career and college ready.

Attainment of this goal will be measured by:

- Number of seniors who graduate on time by meeting all Fife School District and state requirements.
- Number of credit-deficient juniors who “catch up” on credits by the beginning of their senior year.
- Number of credit-deficient sophomores who “catch up” on credits by the beginning of their junior year.
- Number of students who meet state-required graduation tests

By year end, Response to Intervention systems will be implemented to support students at risk of not passing classes or not passing state assessments due to a variety of issues: attendance, discipline, low skills, weak work habits. All students will benefit from the development of lessons to address English/Language Arts (ELA) and Math Common Core State Standards and prepare students for various state tests: the algebra and geometry End of Course assessment (EOC), the biology EOC, the English 10 EOC, and the 11th grade SBAC test. As a result of these efforts, school attendance will improve and a greater number of students will be passing classes and earning credit, compared to recent trends.

Specific School Goal #2: FHS students and staff will work and grow in a safe, supportive, orderly environment.

Attainment of this goal will be measured by:

- Number of students who are completing assignments on time compared to previous years.
- Number of tardies and absences compared to previous years.
- Discipline data compared to previous years.
- Friday School attendance
- Student participation in extracurricular activities
- Student, staff, and family climate surveys

By year end, students and teachers will be well trained in responses to a variety of emergency situations (e.g., fire, evacuation, lockdown, modified lockdown, shelter in place). Students and teachers will work in a safe, orderly environment as evidenced by improved attendance and fewer tardies, more passing grades in classes, trends in discipline data compared to previous years, and student, staff, and family climate surveys.

ACTION PLANS

Goal #1: FHS students will graduate career and college ready.

Goal Focus Area	Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Graduation Test Preparation	Weekly EOC preparatory tasks in all biology courses <i>DSG #2</i>	Nichole Beddes	November 2014- May 2015	Release time, ½ day subs for 3 biology teachers	End of semester (January), end of third quarter (April), end of year (June)	Improvement in EOC passage rates; students better prepared for specific tasks and content areas as measured by post-EOC feedback
<i>Biology End of Course Assessment (10th grade)</i>	Weekly EOC preparatory tasks in all English 10, algebra, and geometry courses <i>DSG #2</i>	Teacher leaders from English and math departments	November 2014- June 2015	Training for teachers. Release time, subs, possibly a stipend for additional responsibilities		
<i>Algebra or Geometry End of Course Assessment (9th-12th grade)</i>	Formation of SBAC analysis team <i>DSG #1</i>	Teacher leaders TBD	November 2014-June 2015	Training in SBAC, CCSS, via webinar, PSESD; funds to pay teachers for additional time	Beginning in November, monthly	The SBAC analysis team will be able to teach the rest of the staff about the SBAC: questions, technology, how to prepare students for it, test taking strategies
<i>English/Language Arts (ELA) End of Course Assessment (10th grade)</i>	Biology Blitz preparation for biology EOC retakes <i>DSG #2</i>	Nichole Beddes	Preparation January and May for Blitzes before each EOC	Sub/release time for Nichole and possibly another teacher	After EOC retake in January and after EOC retake in May	Improvement in biology EOC passage rates; students better prepared for specific tasks and content areas as measured by post-EOC feedback
<i>ELA and Math Smarter Balanced (SBAC) tests (11th grade)</i>	Teachers in all departments implement weekly SBAC preparatory tasks in junior classes <i>DSG #1,2</i>	Department chair or other teacher leader from each department; members of the SBAC analysis team	December 2014-May 2015	SBAC training, CCSS training	Monthly	Student feedback following SBAC shows students felt prepared for test (format, pacing, tasks, skills)

ACTION PLANS

Goal #1: FHS students will graduate career and college ready.

Goal Focus Area	Action steps		On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Collection Of Evidence classes for students who have not yet met state standards	COE classes for biology, reading, writing, and algebra <i>DSG #3</i>	COE teachers watch all webinars, pursue training offered by OSPI, ESD	Marlyne Johnson w/Nichole Beddes, Mark Jones, Kelly Runge, Julie Snider	September to June	Elaine Smith, Betsy Ritchie, computer access	As OSPI releases more information , webinars	Teachers are well-prepared to teach COE tasks to students and facilitate the submission of successful COEs
		COE teachers visit other schools with COE classes to see how they are organizing tasks and delivering instruction	Amanda Fox w/Nichole Beddes, Mark Jones, Kelly Runge, Julie Snider	November	Release time and sub coverage for teachers	Following site visits, in COE teacher meetings	Teachers learn and use new instructional and facilitation strategies to improve students' COE submissions; COEs meet state standards
		COE teachers meet every 2 weeks/1x per month to share strategies	Marlyne Johnson and Debbie Smith w/Nichole Beddes, Mark Jones, Kelly Runge, Julie Snider	September 2014 to June 2015	None	2x/month	COE teachers know the latest information provided by OSPI
	COE classes will support students through COE alternatives like the SAT and ACT for reading, writing and math <i>DSG #3</i>	COE algebra and reading/writing teachers will get training in ACT/SAT prep	Marlyne Johnson, Debbie Smith, Betsy Ritchie, Lisa Hope, John Sutich, Vanessa Lindgren	December 2014 to June 2015	Training for COE teachers, funds to pay testing fees and for transportation to SAT and ACT testing sites	2x/month	COE math teachers incorporate SAT/ACT preparatory lessons into their classes and report student growth on formative and summative assessments; all COE students take the ACT and SAT at least once and report that they felt prepared
		COE algebra and reading/writing teachers will incorporate ACT/SAT test preparation					
		Transportation will be provided, fees covered					

ACTION PLANS

Goal #1: FHS students will graduate career and college ready.

Goal Focus Area	Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success	
Teacher professional development: Instructional strategies	Monday Late Start work focused around student engagement (e.g., questioning strategies, student talk), creation/implementation/analysis of RTI efforts, ELA CCSS <i>DSG #1,2,3</i>	Amanda Fox, Rob Porter, Christiann Thomas, Student Success Team, teachers with expertise in ELA CCSS (probably CTE teachers), department chairs	September 2014 to June 2015	MLS time; protocols for CCSS analysis and implementation (LDC, protocol resources), protocol training for department chairs (may require release time and sub coverage)	Weekly admin team meetings	Teachers report use of a variety of questioning strategies is having a positive effect on classroom participation; teachers understand what student talk looks like and actively use protocols to create opportunities for meaningful student talk, which is noted in observations; teachers report a greater comfort level understanding and incorporating the CCSS into their regular lesson planning; all teachers are supporting and participating in RTI efforts, which can be documented through observation.	
	<i>Teach Like a Champion</i> book study <i>DSG #1,2,3</i>	Amanda Fox	1 st semester: November 2014- January 2015 2 nd semester: February to April 2015	Title II monies for books	Weekly book study meetings; post-book study evaluations	Participating teachers report successful incorporation of techniques learned via book study, with a positive impact on teacher effectiveness and student learning. Techniques learned through the book study are documented during observations.	
	UW CEL 5D+ Instructional Framework professional development and evaluation /inquiry cycle <i>DSG #2</i>	Monthly staff meeting focus: UW CEL 5D+ Instructional Framework	Amanda Fox	September 2014 thru April 2015	LDC trainers and online resources; teacher release time and sub coverage	Weekly admin team meetings, monthly district admin meetings, regular meetings with teachers	Teachers feel fluent in the UW CEL 5D+ Instructional Framework. Evidence includes regular observation meetings with teachers, individual teacher feedback to administrators, formative assessments after staff meetings and trainings, and mid- and end-of-year staff climate survey
		All teachers' student growth goals tied in to SIP and DSGs	Amanda Fox, Brian Neufeld, Joe Keller				
		½ day workshops for teachers focused around one of the 5 Dimensions	Amanda Fox				
Additional UW CEL 5D+ FIT training for teachers	District Office	TBD	If during school day: teacher release time and sub coverage	TBD	Additional teachers trained		

ACTION PLANS

Goal #1: FHS students will graduate career and college ready.

Goal Focus Area	Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Teacher professional development: Instructional strategies, cont'd	Continue to develop and take advantage of relationships with "local experts": colleagues and compatriots at area high schools who are further along in CCSS, RTI, SBAC testing, and UW CEL 5D+ implementation <i>DSG #1,2,3</i>	Amanda Fox	September 2014-June 2015	Monthly SPSL 2A/3A Principals' Meetings; site visits may require teacher release time and sub coverages	Monthly	New ideas for implementation or support of RTI efforts, CCSS instruction and learning, SBAC testing, UW CEL 5D+ Instructional Framework
	Design coaches use LDC framework to facilitate teachers building ELA CCSS into lessons <i>DSG #1</i>	Brian Meyer, Lisa Wolfe	November 2014-June 2015	Additional LDC or other facilitation training; training in CCSS; Teacher release time and sub coverage	Periodically	Teachers in every department will be implementing mini-tasks focused on the CCSS and using these tasks for measurement of student learning
	Leadership training for department chairs/other teacher leaders to lead instructional improvement efforts and create RTI systems <i>DSG #1,2,3</i>	Amanda Fox with support from district office	November 2014-June 2015	Additional LDC or other facilitation training; training in protocols	Periodically	Department chairs report more work toward implementation of CCSS is being accomplished; departments are able to produce data from common assessments aligned to CCSS

ACTION PLANS

Goal #1: FHS students will graduate career and college ready.

Goal Focus Area	Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Implementation of Response To Intervention (RTI) Systems	Sophomore Support Lunch (biology, English 10, regional studies, sophomore math) <i>DSG #3</i>	Rob Porter	September 2014-June 2015	Daily release period for Rob Porter; systems for reporting, monitoring, and tracking students	Weekly	Number of sophomores referred to support lunch should decrease (Tier 2). Identification of Tier 3 students. Tier 3 students are moved on to other interventions. Fewer sophomore failures in these classes than in past years.
	Friday School for academic nonperformance <i>DSG #3</i>	Joe Keller, Brian Neufeld	September 2014- June 2015	Staff to supervise Friday School; funds to pay for Friday school supervision; systems to notify students and parents of Friday School assignment; system for students to complete work in time to be released from serving Friday School	Weekly	Greater assignment completion leads to fewer failures at semester; students grow more responsible for doing their work to avoid Friday School; number of students being assigned to Friday School for academic noncompliance will decrease over the course of the year.
	Skyward training for teachers, classified, and admins <i>DSG #3</i>	Christiann Thomas, Kevin Johnson, ESD 113	September 2014-June 2015	Release time and sub coverage for teachers; release time or additional pay for classified staff; time for administrators	Periodically	New systems will allow staff to access attendance, discipline, and grade data easily and independently. Counselors can monitor students' graduation progress more quickly, easily, and reliably.
	Appointment of "Data Mining Guru" <i>DSG #3</i>	Christiann Thomas	October 2014- June 2015	Stipend	Weekly at SST meetings	SST team has student data readily available to chart student progress and share with teachers, parents, students.
	Formation of new student success team to identify and monitor at risk students and create and implement Tier 2 and 3 interventions <i>DSG #3</i>	Vanessa Lindgren Amanda Fox	October 2014 – June 2015	Funds to pay for teachers' time	Weekly SST meetings	Identification of Tier 2 and 3 students; creation of Tier 2 and 3 interventions for those students; evaluation and improvement of interventions; more at risk students experiencing academic success
	Building capacity in FHS counseling department <i>DSG #3</i>	Vanessa Lindgren Amanda Fox Lisa Hope John Sutich Brian Neufeld	September 2014 – June 2015	Training; release time to visit other schools and design systems; reliable data in Skyward to streamline processes traditionally done by hand	Monthly	By the end of the year, FHS counselors are leading building RTI efforts
	Daily after school tutoring + ELL focused tutoring, possibly creating mandatory tutoring with ability to earn credit <i>DSG #3</i>	Elaine Smith, Katy Baur, Rob Porter, Chuck Curtice	September 2014 – June 2015	ELL Grant; building funds to pay Rob Porter	Monthly at SST meetings	ELL and at-risk students build better study habits and have increased academic success
	"7 th period" credit retrieval for seniors at LOC via Apex classes <i>DSG #3</i>	Chris Carnrite	September 2014 – June 2015	Additional APEX site licenses, funds to pay Chris Carnrite	Monthly	Seniors who began the year credit-deficient make up enough credits to graduate on time

ACTION PLANS

Goal #1: FHS students will graduate career and college ready.

Goal Focus Area	Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Implementation of Response To Intervention (RTI) Systems	ELL Consultant 1 period per day to work with teachers and ELL/exited ELL students and track student data <i>DSG #3</i>	Chuck Curtice	October 2014 – June 2015	None	Weekly meetings w/principal	Better support for ELL/exited ELL students leads to better attendance and grades
	PBIS specialist (TBD) <i>DSG #3</i>	TBD	November 2014 – June 2015	Stipend, funds for certificates, photos, frames to be displayed	Weekly at SST meetings	Additional student recognition programs for a variety of positive behavior choices
	Teams of teachers will visit area high schools to evaluate RTI programs with goal of a program proposal to begin 2015-16 school year <i>DSG #1,2,3</i>	Joe Keller, Brian Neufeld	November 2014 – June 2015	Teacher release time and sub coverage for teachers	Monthly, weekly in SST meetings	A plan for implementation of additional RTIs for 2015-16 school year, including building intervention time into the daily schedule
	Expansion of support lunch for all sophomore courses, possibly junior and/or senior classes <i>DSG #1,2,3</i>	Rob Porter, Student Success Team	January – June 2015	Additional teacher support; additional facilities; additional systems to assign and track students	Weekly in SST meetings	A marked reduction in the number of Fs earned at the semester as compared to previous years. Teachers feeling increasingly effective as students are completing work and finding academic success
	Outreach events for families at area apartment complexes, to help with graduation requirements, study skills, academic support resources <i>DSG #1,2,3</i>	Brian Neufeld, Vanessa Lindgren	October 2014 – June 2015	Funds to pay for dinners, mailings, translations of documents into Spanish, Marshallese, and Samoan	Monthly	New, positive, trusting relationships between families and school personnel; documentation of more positive communication between families and school
	Investigate skills assessments for all students in reading, writing, and math <i>DSG #1,2,3</i>	Vanessa Lindgren, SST members	September 2014- June 2015	Funds to purchase assessments; training for teachers	Quarterly	Plan to pilot limited assessments in 2015-2016 school year
	Investigate more effective ways to support special education students; look into co-teaching model at area schools to possibly implement in 2015-2016 <i>DSG #1,2,3</i>	Brian Neufeld, Jo Bushnell, Tracy Fox	September 2014-June 2015	Teacher release time and sub coverage; teacher training	Monthly in SST meetings, special ed department meetings	A plan for providing more effective special education services for the 2015-16 school year
	“Mini advisory” focused on college preparation: 1x/monthly presented by teachers with activities and guidelines provided by counselors <i>DSG #3</i>	Lisa Hope, John Sutich	November 2014-June 2015	Funds to provide for materials	Monthly	Students will be more knowledgeable of their academic standing when speaking with counselors
	All students use Career Cruising to identify areas of interest and outline post-secondary plans.	Marlyne Johnson	October 2014 – June 2015	Career Cruising subscription through CTE and computer lab	Multiple times throughout the year	Successful completion of High School & Beyond Plan (graduation requirement)

ACTION PLANS

Goal #2: *FHS students and staff will work together to grow in a safe, supportive, and orderly environment.*

Goal Focus Area	Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Emergency preparedness	Monthly emergency drills (fire, evacuation, lockdown, modified lockdown, shelter in place, earthquake)	Brian Neufeld	September 2014 – June 2015	None	Monthly	Teachers and students respond appropriately and quickly to a variety of drill situations
	Every 15 Minutes drunk driving awareness campaign	Joe Keller	December 2014 – May 2015	None	At periodic planning meetings with Fife PD	Juniors and seniors report an increased concern about preventing drunk driving
	Staff and student training for specific emergency situations	Brian Neufeld, Officer Gilbert	December 2014 – June 2015	Time for staff training; training modules from Pierce County Emergency Management	Monthly	Students and staff indicate they feel prepared for a variety of campus emergency situations, as measured on a mid-year and end-of-year climate survey
Tardiness & Attendance	Start on Time program	Amanda Fox	September 2014 – June 2015	None	Monthly	Reduction in number of tardies to class as compared to previous years
	Reinstatement of attendance policy and appeals process	Brian Neufeld, Joe Keller	September 2014 – June 2015	None	Monthly	Reduction in number of student absences as compared to previous years
Increase school engagement for at-risk learners	Creation, implementation, and monitoring of new RTI support systems as outlined above	As indicated under SIP Goal #1, above	September 2014 – June 2015	As indicated under SIP Goal #1, above	As indicated under SIP Goal #1, above	A marked reduction in the number of Fs earned at the semester as compared to previous years. Teachers feeling increasingly effective as students are completing work and finding academic success
	Better communication and relationships with families of At-Risk learners	Brian Neufeld, Vanessa Lindgren	September 2014 – June 2015	Time, translation or interpreter services	At weekly SST meetings	New, positive, trusting relationships between families and school personnel; documentation of more positive communication between families and school

ACTION PLANS

Goal #2: FHS students and staff will work together to grow in a safe, welcoming, and orderly environment.

Goal Focus Area	Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Campus emphasis on pride in FHS's academic achievement	More focus on FHS identity as a learning institution (display of NBCTs in office lobby, maybe Washington scholars, etc.), college sweatshirt Fridays 1x/month for staff	Amanda Fox, Lisa Hope, Site Council, PBIS specialist	September 2014- June 2015	Photos, frames, signs	Periodically	More conversation and notoriety for academic achievements
	Investigate offering academic achievement tests on campus and free of cost: PSAT (in 2015), SAT, SAT prep, AP exams	Betsy Ritchie, Lisa Hope, John Sutich	January – June 2015	None this year	Periodically	Strategy for offering tests on campus 2015-2016 school year
Campus Climate	Monthly building-wide activities: September—ASB Week October—Homecoming November—Food Drive, Veterans' Day assembly December—Winter Wishes, holiday assembly January—Dr. Martin Luther King Jr Day assembly February—Sweetheart assembly March—March Madness May—Prom & Spring Fling	Sue Grab	September 2014 – June 2015	ASB monies	After every event	Participation in assemblies by students from a variety of campus social strata; increased student attendance at evening events
	Variety of clubs and organizations provide extracurricular outlets for all students: Performing arts Family Consumer and Community Leaders of America Future Business Leaders of America FFA Art Club Diversity Club Technology/Science Association Trojan Digital Media National Honor Society Key Club	Club advisors: Teresa Hockman, Heidi Woodruff, Christiann Thomas, Laura Hilzendeger, Dennis Burchett, Katy Baur, Rob Porter, John Stephens, John Shula, Val Palumbo, Marlyne Johnson	September 2014 – June 2015	ASB monies	Periodically	Percentage of FHS students involved in at least one extra-curricular activity

ACTION PLANS

Goal #2: FHS students and staff will work together to grow in a safe, welcoming, and orderly environment.

Goal Focus Area	Action steps	On Point	Start/End	Budget/ Resources Needed	Monitoring Date(s)	Indicators of Success
Campus Climate	Variety of athletic teams offer opportunities for students to compete in sports: Football Girls and Boys Soccer Girls and Boys Cross Country Girls and Boys Golf Volleyball Girls Swimming Boys and Girls Wrestling Track Baseball Fastpitch Girls and Boys Basketball Girls and Boys Tennis	Joe Keller, Coaches: Kent Nevin, Tony Crudo, Mike Chapman, Mark Jones, Katy Ferguson, Jo Bushnell, Brandon Howard, Rachel Elder, Brian Meyer, Shane Nixon, Michelle Nixon, Mark Schelbert, Matt Sinnes, Sheri Cail, plus additional JV and C team coaches	September 2014 – June 2015	ASB monies, district funds for transportation and officials	Periodically	Percentage of FHS students involved in at least one sport; student attendance at athletic events
	Harassment, Intimidation, and Bullying awareness via Trojan TV Public Service Announcements	Joe Keller, John Shula	December 2014 – June 2015	None	At semester and at end of year	Discipline data, responses on student and family climate surveys
	Staff satisfaction and safety	Amanda Fox	September 2014 – June 2015	None	August 2014, February 2015, June 2015	Responses on staff climate survey
	Student wellness and safety	Amanda Fox	January – June 2015	None	January 2015, June 2015	Responses on student and family climate survey